PHONICS

* Letter – Sound relationships
* Hearing and recording sounds
* Putting sounds into words
* Reading – see letter – choose sound
* Writing – Hear sound – choose letter/s
* Syllables, blends, graphemes, phonemes
* Thrass/Sound waves
* Patterns
* Group sounds together to make reading more efficient.

PHONEMIC AWARENESS

* The ability+ to hear sound segments and patterns in words
* Syllable clapping
* Rhyme patterns visual cues to hearing/speaking e.g. c+h =ch/d.d=d
* Ability to hear difference between similar sounds/letters
* A letter can make different sounds c-‘s’ sound
* Understanding that there can be several combinations of letters that form sounds
* Link sounds from known words to solve unknown words
* Sound boxes
* Slow articulation of words to hear sounds
* THRASS to support learning

Comprehension

* Meaning of what you are reading
* Making connections with prior experiences
* Understanding and following the author’s intention
* Visualise the story, characters, settings.
* Predicting the events
* Linking stories to what they know
* Inferring the deeper meaning
* Responding to the text
* Analysing and sythenesizing information from text
* Text to text / text to world (making connections) text to self
* Identifying features of text/reading demands
* Enjoyment
* Knowledge
* Information
* Questioning – Blank question
* Level of questioning

Vocabulary Development

Why

* Bank of words – To improve quality of composition – more interesting
* Use words in correct context (understanding)
* Read, write and speak (draw on vocab)
* Essential component of oral and written
* Ability to have range of expression

How

* Exposure to varied texts
* Building on known vocab – extend vocab more mature words
* Increasing vocab and understanding what the words mean in context
* Understanding base words
* To change words and meanings
* Aqua
* Suffix
* Prefix
* Role of clarification e.g. GRRT
* Prediction - what word would make sense? Has correct visual clues to match
* Extend
* Life experiences
* Play and learning and socialisation